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## EMOTIONAL INTELLIGENCE OF PROSPECTIVE TEACHERS: THE IMPORTANCE OF EMOTIONAL INTELLIGENCE TRAINING

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### ABSTRACT

To explore the emotional intelligence of prospective teachers in the Andhra Pradesh district of Guntur, a current investigation has been launched. 150 samples from the research area were taken using the random sampling method. Use of the normative survey method was made. This study aims to assess the emotional intelligence of prospective teachers and determine whether there are any notable differences between the selected pairs of subsamples. The data was gathered using an emotional intelligence scale that was created and verified by Dr. Anjum Ahmed and Prof. Roquiya Zainuddin in 2008. The majority of prospective teachers had high emotional intelligence, according to survey. Regarding gender, area of residence, and educational qualifications, there are considerable differences between the subsamples. To identify the variables influencing the emotional intelligence of prospective teachers, a stepwise regression method was applied.

**Keywords:** Emotional Intelligence, Prospective Teacher, Gender, Area of Residence, Education Qualification.

### INTRODUCTION

After a lot of research on emotions and intelligence, emotional intelligence may be the end result. Emotional intelligence has been discussed informally for many years under a variety of titles, including "character" and "personality" as well as "soft skills" and "competence," despite being first discussed in the psychological literature about three decades ago. When Daniel Goleman's book on the subject debuted on the New York Times Best Sellers List in 1995, it attracted significant public attention. Additionally, any idea that looks to provide the potential for enabling the people to work much more profitably and seamlessly is likely to attract a great deal of interest. Regarding emotional intelligence, this was the situation.

### NEED AND SIGNIFICANCE OF THE STUDY

The most significant resources in the nation are its teachers. The impact of teachers will be felt by society. Teachers can enhance students' mental and emotional health. After completing their teacher training programme, instructors are prepared to succeed in society by learning the principles of teaching techniques employing contemporary teaching tools. Teachers should therefore possess strong emotional intelligence in addition to academic and social intelligence. Trainee teachers may assist in the development of social relationships with other teachers who have strong emotional intelligence and can cope with emotions by communicating with a positive target and carefully controlling their emotions, as opposed to reacting to situations based on instincts brought on by feelings.

### REVIEWS ON EMOTIONAL INTELLIGENCE

1. Saravanan and Paneer Selvam (2018), there was no gender-related significant difference in the emotional intelligence of B.Ed. students, however there was a significant difference based on locality and medium.
2. Rajya Lakshmi and Sherlyn (2017), factors such as gender, location, management style, religion, and family income significantly impacted the emotional intelligence of B.Ed. students.
3. Anurag Asija (2017) found that there was a substantial difference in emotional intelligence between rural and urban teacher trainees but no significant difference between male and female teacher trainees or between scientific and arts teacher trainees.

### OBJECTIVES OF THE STUDY

1. To find out the level of Emotional Intelligence of prospective teachers
2. To find out the differences in emotional intelligence of prospective teachers with reference to gender, area of residence and educational qualifications.

### Hypothesis of the study

1. There is no significant difference in emotional intelligence of prospective teachers with reference to gender.
2. There is no significant difference in emotional intelligence of prospective teachers with reference to area of residence.
3. There is no significant difference in emotional intelligence of prospective teachers with reference to educational qualifications.



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**METHODOLOGY OF THE STUDY**

The goal of the present study was to assess the emotional intelligence of prospective teachers. The researcher selected a normative survey method, which deals with current phenomena connected to conditions, beliefs, procedures, practises, or trends. Through the stratified random sampling technique, 150 prospective teachers were chosen as a sample from several education colleges connected to Acharya Nagarjuna University in Guntur, Andhra Pradesh.

**LIMITATIONS OF THE STUDY**

1. The present study is only for Prospective Teachers.
2. The present study is limited to 150 sample.
3. The present study is limited to Acharya Nagarjuna university in Guntur, Andhra Pradesh.

**TOOLS OF THE STUDY**

For the purpose of evaluating emotional intelligence, the researcher has chosen standardized methods that are appropriate for the age range of the population. The Emotional Intelligence Test (EIT-ZA) was created by Dr. Anjum Ahmed and Prof. Roquiya Zainuddin. (2008)

**DESCRIPTION OF THE RESEARCH TOOLS**

**Emotional Intelligence Tool**

The Emotional Intelligence Test instrument was created by Dr. Anjum Ahmed and Prof. Roquiya Zainuddin (2008). Self-awareness, Self-regulation, Motivation, Empathy, and Social Skill are the five dimensions of the test. 30 elements make up the tool. The test offers three alternative answers for each question: A, B, and C. The items are given in Table 1.

**Table 1: Items of Emotional Intelligence Test**

S.No.	Dimensions	Items	Total
1	Self-awareness	12, 15, 16, 23, 26	5
2	Self-regulation	1, 2, 8, 9, 13, 17, 18, 19, 20, 25	10
3	Motivation	3, 10, 21, 29, 30	5
4	Empathy	4, 11, 22, 27	4
5	Social skill	5, 6, 7, 14, 24, 28	6
<b>TOTAL</b>			<b>30</b>

**DESCRIPTIVE ANALYSIS OF THE DATA**

**Objective 1:**

To find out the level of emotional intelligence of prospective teachers.

**Table 2: Level of Emotional Intelligence of Prospective Teachers**

No. of Prospective Teachers	Percentage	Grade	Level of Emotional Intelligence
4	0.13%	A	Extremely High
24	9.2%	B	High
32	20.4%	C	Above Average
46	49.93%	D	Average
30	15.2%	E	Below Average
6	2.8%	F	Low
8	5.33%	G	Extremely Low



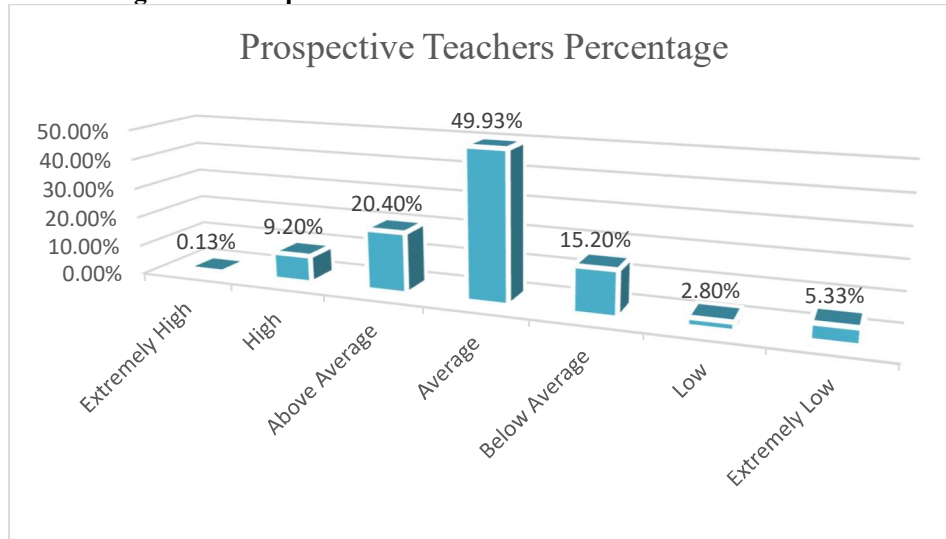
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Fig. 1: Level of Emotional Intelligence of Prospective Teachers



### Discussion

From the above table, out of 150 prospective teachers, 4(0.13%) prospective teacher has extremely high level of emotional intelligence, 24(9.2%) prospective teachers have high level of emotional intelligence, 32(20.4%) prospective teachers have above average level of emotional intelligence, 46(49.93%) prospective teachers average level of emotional intelligence, 30(15.2%) prospective teachers have below average level of emotional intelligence, 6(2.8%) prospective teachers have low level of emotional intelligence and 8(5.33%) prospective teachers have extremely low level of emotional intelligence. The majority of prospective teachers have an average level of emotional intelligence, according to the results.

### Hypothesis 1:

There is no significant difference in emotional intelligence of prospective teachers with reference to gender.

Table 3: Means, SDs and 't' values of Emotional Intelligence of Prospective Teachers with Reference to Gender

Dimension	Gender	N	Mean	% of Mean	SD	t-value
Self-awareness	Male	75	9.82	65.46	1.92	2.75*
	Female	75	9.40	62.66	1.81	
Self-regulation	Male	75	16.49	54.96	3.16	2.04*
	Female	75	15.34	51.13	3.14	
Motivation	Male	75	10.45	69.66	2.03	4.86*
	Female	75	9.74	64.93	1.79	
Empathy	Male	75	8.46	70.50	1.53	2.89*
	Female	75	8.01	66.75	1.56	
Social Skill	Male	75	12.39	68.83	1.94	2.64*
	Female	75	12.27	68.16	2.21	
Overall Emotional Intelligence	Male	75	75.89	84.32	6.89	3.89*
	Female	75	70.45	78.27	7.09	

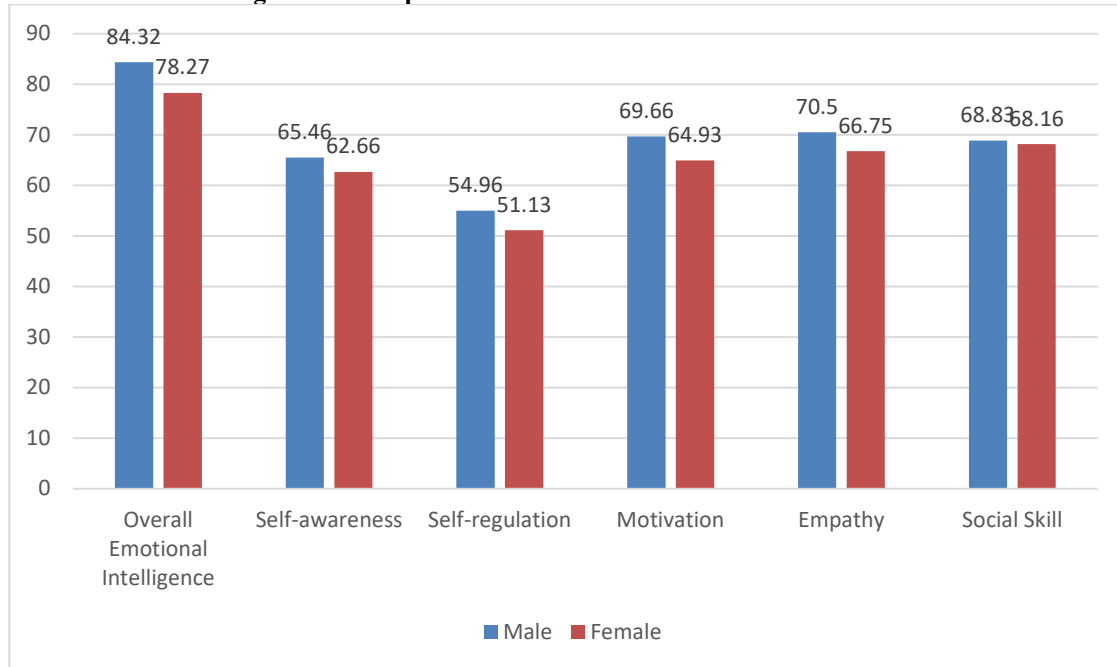
\*Significant at 0.05 level; \*\*Significant at 0.01 level



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Fig. 2: Mean Scores of Emotional Intelligence of Prospective Teachers with Reference to Gender



## DISCUSSION

The mean emotional intelligence score of male prospective teachers is 75.89, with a standard deviation of 6.89, while the mean emotional intelligence score of female prospective teachers is 70.45, with a standard deviation of 7.09. The computed t-value, 3.89, is significant at the 0.01 level. Therefore, the first hypothesis, which claimed that there was no gender-related difference in prospective teachers' emotional intelligence, is rejected. Therefore, it may be concluded that male and female prospective teachers have very different emotional intelligence levels.

**Hypothesis 2:** There is no significant difference in emotional intelligence of prospective teachers in terms of area of residence.

Table 4: Means, SDs and 't' values of Emotional Intelligence of Prospective Teachers with Reference to Area of Residence

Dimension	Area of Residence	N	Mean	% of Mean	SD	't' value
Self-awareness	Rural	461	10.45	69.66	1.64	1.33 <sup>NS</sup>
	Urban	289	10.38	69.20	1.75	
Self-regulation	Rural	461	16.45	54.83	2.05	0.37 <sup>NS</sup>
	Urban	289	16.21	54.03	2.29	
Motivation	Rural	461	9.02	60.13	1.92	0.54 <sup>NS</sup>
	Urban	289	8.45	56.33	2.00	
Empathy	Rural	461	9.54	79.50	1.55	0.24 <sup>NS</sup>
	Urban	289	9.34	77.83	1.57	
Social Skill	Rural	461	12.34	68.55	1.97	0.64 <sup>NS</sup>
	Urban	289	12.09	67.16	2.27	
Overall Emotional Intelligence	Rural	461	69.75	77.50	7.38	0.98 <sup>NS</sup>
	Urban	289	67.25	74.72	8.51	

NS: Not Significant at 0.05 to 0.01 level



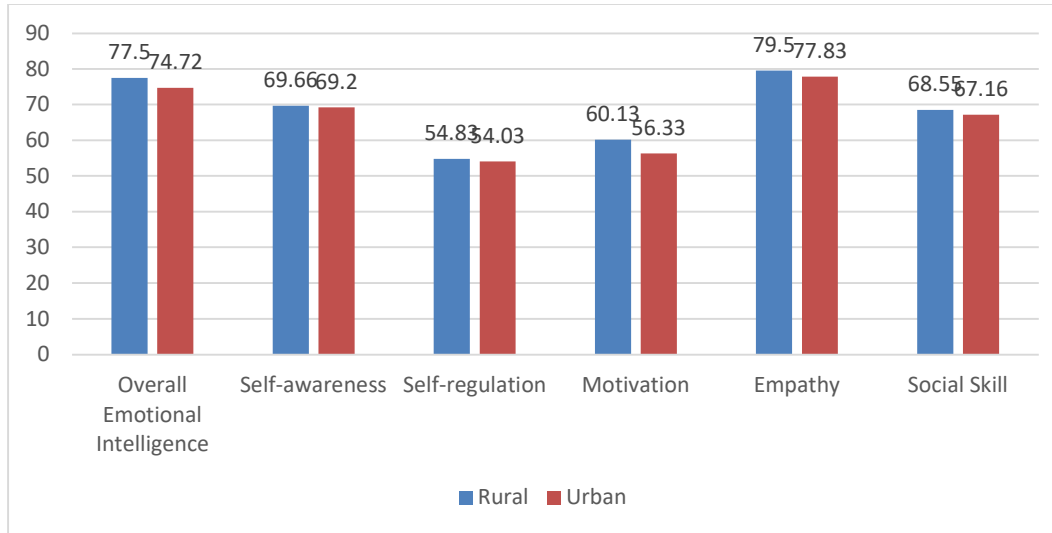
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Fig. 3: Mean Scores of Emotional Intelligence of Prospective Teachers with Reference to Area of Residence



## DISCUSSION

The mean score for prospective teachers in rural areas is 69.75, with a standard deviation of 7.38, while the mean score for those in urban areas is 67.25, with a standard deviation of 8.51. The calculated t-value of 0.98, which is not significant at the 0.05 level, was used. As a result, hypothesis #2, "There is no substantial variation in prospective teachers' emotional intelligence in terms of their place of residence," is accepted. Therefore, it can be claimed that potential teachers from rural and urban areas do not greatly differ in their emotional intelligence.

## Hypothesis 3

There is no significant difference in emotional intelligence of prospective teachers in terms of educational qualification.

Table 5: Means, SDs and 't' values of Emotional Intelligence of Prospective Teachers of Educational Qualification

Dimension	Educational Qualification	N	Mean	% of Mean	SD	t-value
Self-awareness	Graduation	565	9.72	64.80	1.82	2.03*
	Post-Graduation	185	9.64	64.26	2.02	
Self-regulation	Graduation	565	20.56	68.53	3.17	0.98 <sup>NS</sup>
	Post-Graduation	185	18.69	62.30	3.11	
Motivation	Graduation	565	9.54	63.60	1.95	3.19*
	Post-Graduation	185	9.46	63.06	1.93	
Empathy	Graduation	565	7.39	61.58	1.54	0.64 <sup>NS</sup>
	Post-Graduation	185	7.15	59.58	1.61	
Social Skill	Graduation	565	10.25	56.94	2.04	2.45*
	Post-Graduation	185	10.08	56.00	2.18	
Overall Emotional Intelligence	Graduation	565	72.68	80.75	7.62	1.97*
	Post-Graduation	185	70.52	78.35	8.34	

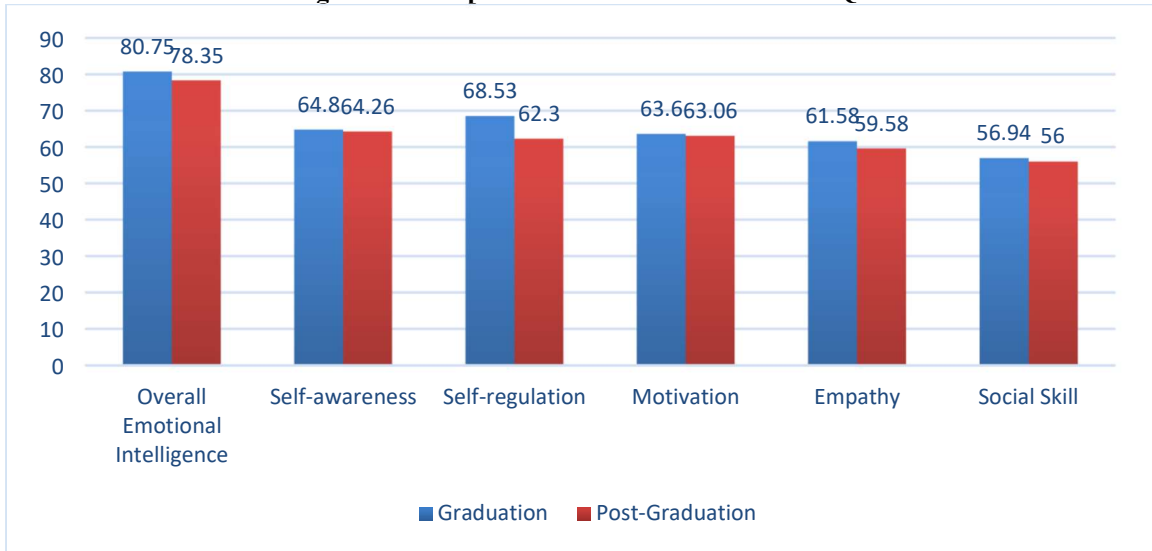
\*Significant at 0.05 level, \*\* Significant at 0.01 level, NS: Not Significant



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Fig. 4: Mean Scores of Emotional Intelligence of Prospective Teachers of Educational Qualification



## DISCUSSION

The mean score of general emotional intelligence for prospective teachers who have completed their undergraduate degrees is 72.68, with a standard deviation of 7.62, while the mean score for those who have completed their graduate degrees is 70.52, with a standard deviation of 8.34. The calculated t-value of 1.97, which is significant at the 0.05 level, was found. The third hypothesis, "There is no significant difference in prospective teachers' emotional intelligence in terms of educational degree," is therefore disproved.

## CONCLUSION

Prospective teachers must possess emotional intelligence. If we can help future teachers grow their emotional competences, they will eventually be able to help their students do the same. The focus of emotions should be on uplifting things or constructive concepts. In this way, moral traits like justice, patriotism, and others can grow. Teachers' strategic competency in the classroom can be improved with the aid of emotional intelligence. Integrating the idea of emotional intelligence into the curriculum would rejuvenate teacher preparation programmes.

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